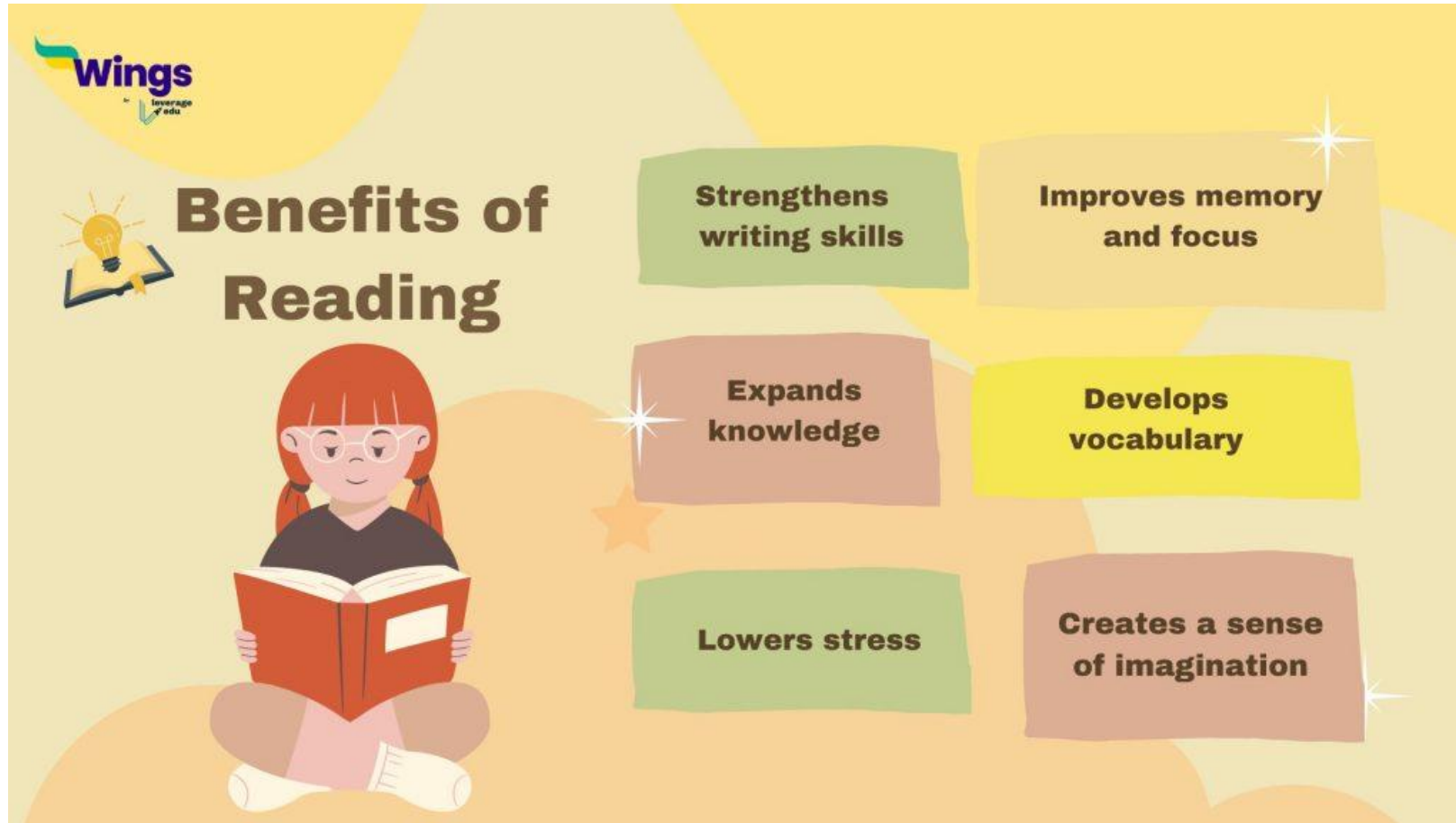


# READING WORKSHOP

Autumn 2024

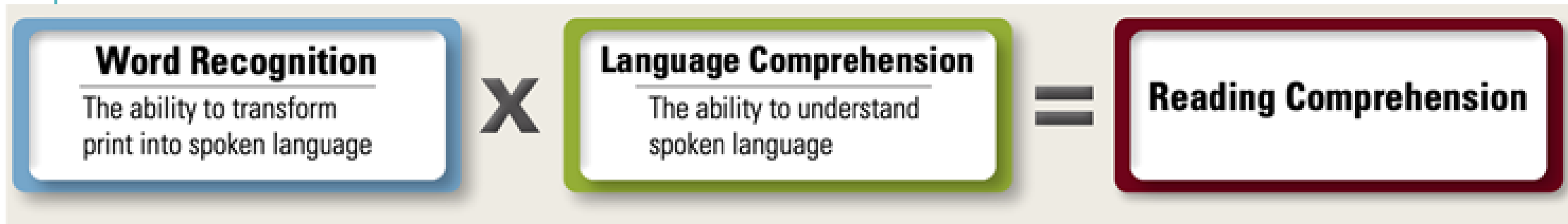
# WHY READ?



# OUR CHILDREN — WHY READ?

- “It helps you with your writing.”
- “It is good for your Growth Mindset and makes your mind work harder.”
- “It gives you ideas and improves your imagination.”
- “It helps you become more creative.”

# THE SIMPLE VIEW OF READING

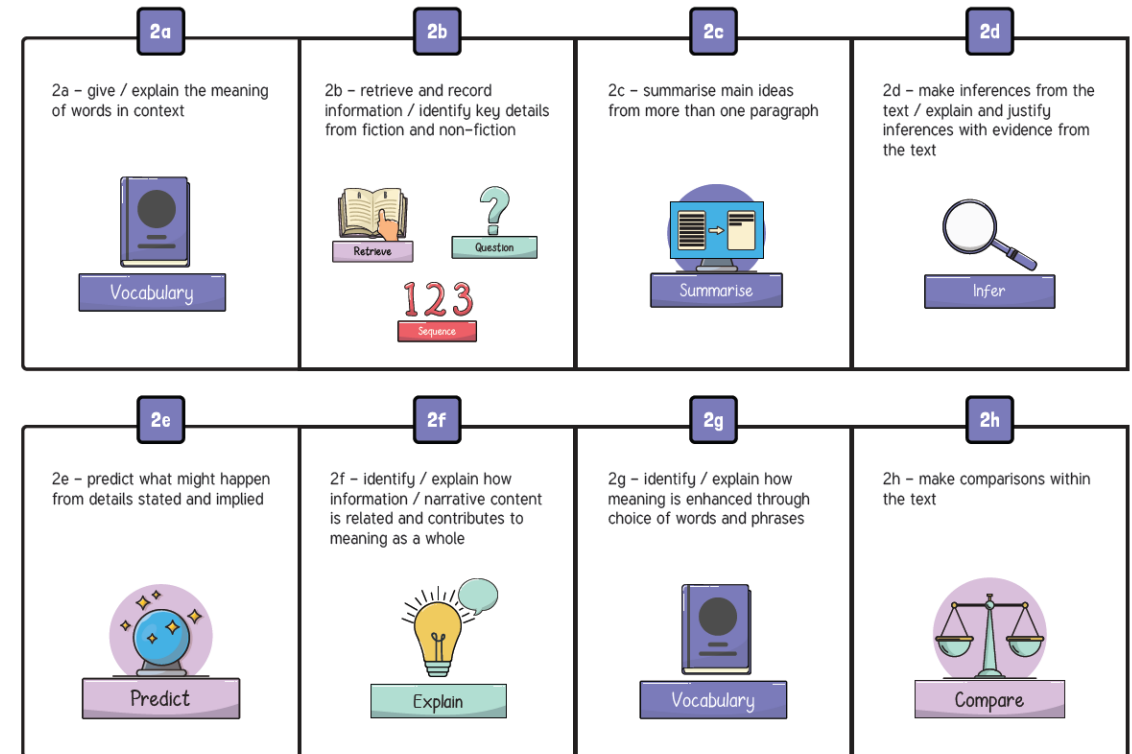


*Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)*

- The national curriculum has two dimensions: 'word reading' and 'comprehension'
- Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read.
- Word reading (decoding) refers to reading unfamiliar words by saying the sounds corresponding to the letters in the words and then blending the sounds together and reading familiar words accurately at a glance.

# READING COMPREHENSION

- There are different parts of comprehension:
- Explaining the meaning of words
- Retrieving information from the text
- Making inferences
- Summarising larger pieces of text
- Making predictions
- Explaining word choices
- Comparing information



And questions can be in different formats e.g. multiple choice, true or false, sequence, explain your answer

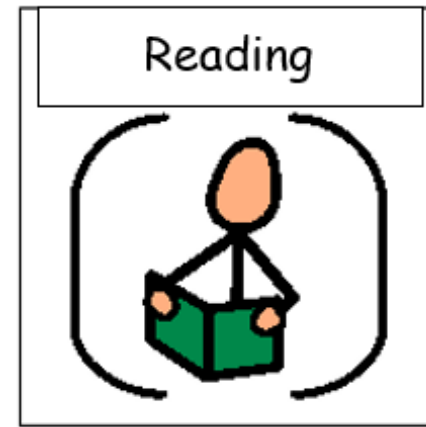
# NATIONAL CURRICULUM EXPECTATIONS

During year 1, pupils focus on phonic knowledge. This will include blending the sounds into words for reading and using this skill whenever they encounter a new word. This is supported by practice in reading books consistent with their developing phonic knowledge and skill. At the same time they will hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

By the beginning of Y2, pupils should be able to read all common graphemes using these to read unfamiliar words in books closely matched to their level of word-reading. Pupils' reading of common exception words should be secure. Pupils' will increase their fluency by being able to read these words easily and automatically. During year 2, teachers will continue to focus on establishing pupils' accurate and speedy word-reading skills. Pupils' will listen to and discuss a wide range of stories, poems, plays and information books.

# AT ST. PAUL'S

- Daily 30 minute Guided Reading session
- Daily reading of a class book
- Topic books available for History/Geography and Science topics
- Range of books in class library (short and long reads)
- School library
- Reading homework task



# READING IN KEY STAGE 1

We teach daily **discrete** phonics sessions to teach the graphemes for reading and writing. **In Year 1**, we focus on teaching the sounds for reading so that children can decode words. **In Year 2**, the focus develops to applying the sounds for writing.

Nurturing a love of reading from a young age builds the foundations for your child's development, giving them a head start in their learning journey.

Both classes use the ELS Scheme. Year 1 use Essential Letters and Sounds and Year 2 use Essential Spelling.

## Teach

These words have the /ou/ sound in.

ou

ou ... ou ... cloud  
ou ... ou ... shout



## Teach

Today we are going to look at the different spellings for the /j/ sound.

j

jellyfish

g

giraffe

ge

barge

dge

bridge



# Step 1 – Learning the sounds

**ELS** Essential Letters and Sounds

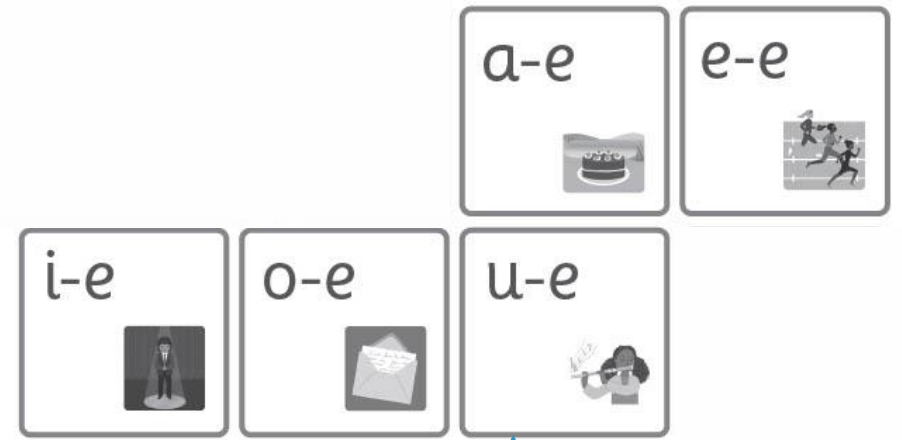
PHASE 5



- Listen to the children say the sounds.
- It is important they say the **sound** and not the name.

A digraph is two letters that combine together to correspond to one sound (phoneme)

e and e says 'ee'



A split digraph also contains two letters (a-e, e-e, i-e, o-e and u-e) but they are split between a consonant, for example; make, bike and flute.

## Step 2 – Segmenting and blending words

t r ay p l ay s p r ay



- Listen to the children segment and blend these words.
- Sound buttons under each sound.
- Children are encouraged to use robot arms/voices when segmenting and blending words.

## Tricky words



said



your

- These words cannot be segmented and blended.
- We call these 'tricky words' as they try to trick us!
- These words are learnt by sight. The more you see them, the more you will remember them.

# ASKING QUESTIONS ABOUT A TEXT (COMPREHENSION)

## Level 1 and Level 2

- Naming Things
- Describing things – **Who? What? Where?**
- 60% of 3 year olds understand level 1 & 2

## Level 3 and Level 4

- Talking about stories and events
- Solving problems and answering **Why?** questions
- 65% of 5 year olds understand level 3 & 4

(Blank, Rose and Berlin 1978)

| Reading - Blanks Questions   |  |
|--|--|
| <p>Level 1</p> <p>Find one like this.<br/>What's this?<br/>What colour is this?<br/>What did the ... say?<br/>What can you see?<br/>Show me the ...<br/>Is it X or Y?<br/>Who is this?</p>   | <p>Level 2</p> <p>Find one that is ... can ...<br/>What's happening?<br/>Who is ..? When did ...?<br/>Where's the ...?<br/>Finish this sentence.<br/>What is this for?<br/>Tell me about this thing.<br/>What does it do?<br/>Find one that is X or Y.<br/>How are these different?<br/>What else is a X? (category)<br/>What else could they ...?</p> |
| <p>Level 3</p> <p>Find one to use with this.<br/>What will happen next?<br/>What could he say?<br/>Tell me how that would happen...<br/>What happened to all of these?<br/>Tell this story.<br/>How are these the same?<br/>Find the ones that are not...<br/>Name something that can..., but is not a...<br/>Eg. Name something that flies but is not a duck.<br/>Name something that is not a...</p> | <p>Level 4</p> <p>Where will...?<br/>What will happen if...?<br/>Why will...?<br/>Why wouldn't it...?<br/>(characteristic)<br/>What made it happen?<br/>What could you do?<br/>What could we use?<br/>Why is... made of that?<br/>How can we tell?<br/>Why is this called...?<br/>Why can't we...?</p>   |

- Stop at the end of each page and talk about what you have seen, heard or read
- Spend time looking at the pictures as these help an early reader to understand the story
- Remember the 10 second rule for a response



1. Ask a question.
2. Wait 10 seconds for a response.
3. Repeat the same question.
4. Wait another 10 seconds.
5. Ask a rephrased question.

# ➤ How can you help with reading at home?

## I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

## Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

## Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

## Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

## Create

Use reading to inspire drawings or new stories.

## Go Online

Look online & in app stores for appropriate word & spelling games.

## Make Space

Have a special place or a certain time when you read together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!

- Home reading book – Please sign the reading record when your child has read. (5 times per week)
- Bug Club – All children will receive a log in for Bug Club. These are e-books and can be read alongside the reading books that will be sent home.
- Class page on school website – Recommended reads on half termly plans.





# HOME READING



- Home Reading is expected 5 times a week for at least 10 minutes
- This should be the book sent home from school – book banded
- Teachers will check Boom Reader and monitor home reading
- All reading at home should be logged on Boom Reader by an adult
- Children receive rewards for reading through Boom Reader

# COMMENT CARDS AND SURVEY QUESTIONS

- We hoped you have enjoyed the session and see how important reading is in our school curriculum.
- We would like your feedback on the session and how useful you found it.
- Please complete a comment card about the session.
- Don't forget our adult bookshelf in the office waiting area!

